MY HEALTHY ACTIVE LIVING ACTION PLAN

Part A Due Date:

Part B Due Date:

Part C Due Date:

Part D Due Date:

NAME: ___________________
Part A: Getting Started

Answer the following questions in **DETAIL**:

1. To me, healthy active living means:

2. Healthy active living is important to me because:

3. I am currently active in the following activities:

4. I am involved in these activities because:

5. The physical activities I do **not** enjoy are:

6. I do **not** enjoy these activities because:

7. Physical activities I would like to try are:
8. I think my current fitness level is:

9. I could improve my current fitness level if:

10. My current eating and nutritional habits are:

11. I can change my current eating and nutritional habits by:

12. Compared to when I was younger, I now participate in more less the same number of (circle one) activities. Explain.

13. Barriers to my participation or factors that have changed my participation now are:

14. I think I can overcome these barriers by:
15. How important is each of the following to you in achieving a healthy active lifestyle? (check off)

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<thead>
<tr>
<th></th>
<th>Of No Importance</th>
<th>Of Little Importance</th>
<th>Of Some Importance</th>
<th>Very Important</th>
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<tr>
<td>✓ Adequate rest and good sleep</td>
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<td>✓ A good diet</td>
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<td>✓ Low calorie snacks between meals</td>
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<td>✓ Maintenance of proper weight</td>
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<td>✓ Participation in new, non-traditional activities</td>
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<td>✓ Control of stress</td>
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<td>✓ Regular physical activity, such as exercise, sports or games</td>
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<td>✓ Being a non-smoker</td>
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<tr>
<td>✓ Adequate medical and dental care</td>
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<td>✓ Positive thinking/meditation</td>
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16. Comparing yourself to others of your own age and gender, how would you say you are? (check one)

_____ more active  _____ less active  _____ as active
Action Plans – Goal Setting Steps

1. **Identify a goal**
   - The desire to improve yourself in some way is essential before you can start setting goals
   - Goals are personal. Other people cannot set goals for you

2. **Believe in yourself**
   - Wanting to change is different from doing it
   - If you believe you cannot do something, you probably never will
   - If you believe you can do something, you have a better chance of accomplishing it (self-fulfilling prophesy)

3. **Analyze where you are now**
   - Need to know your starting point in order to set long term and short term goals

4. **Develop your goal**
   - Does your goal meet the SMART criteria?
     - Specific – is it explicit/clear
     - Measurable – how do you know when you get there?
     - Attainable – is it possible?
     - Realistic – is it probable?
     - Time framed – what are the timelines?

5. **Identify knowledge/skills you need**
   - Need to know how to achieve your goal, i.e., if you want to reduce stress in your life, you need to know the methods for reducing stress. If you want to improve your cardiopulmonary fitness, you need to know how to improve that component of fitness

6. **Make a plan of action**
   - Need a “game plan” to accomplish your goals
   - Need step by step plans

7. **Establish timelines for your action plan**
   - Need to organize and plot your steps to a major goal
   - Timelines provide deadlines for your steps, not the strategies to achieve the steps
8. **Identify challenges or barriers to achieving your goal(s)**
   - Some obstacles involve you personally, while others may involve your friends’ or your family’s lifestyle

9. **Identify ways and people to help overcome the challenges or barriers**
   - By identifying obstacles, and thinking of ways to overcome them before you experience them, you can be more in control of your own life and have more power to achieve your goals
   - Friends, parents and teachers can be powerful supporters in helping you achieve your goal
   - Share your goal with others who will encourage and support you

10. **Monitor your progress**
    - Monitoring of goals is important in determining whether the goals are still reasonable
    - You may need to readjust your short term goals and even your long term goals
    - Monitoring helps you to not waste time or lose interest in your goals

11. **Get back on track**
    - Back your plan with a determination never to give up
    - Analyze why you may have had trouble keeping to a goal before and what helped you to get back on track (i.e., friends, joining a class)
    - Identify situations that are high risk for getting off track, and identify solutions
    - If you go off track, find ways to get back on track, i.e., talking with someone who can help you toward your goal rather than lead you away from it
    - Remind yourself of the benefits that you see in achieving your goal
    - Identify ways to start again if you get off track
    - Readjust your time frame and re-examine your goal to see if it is realistic and achievable
Setting Goals and Developing an Action Plan

What is a goal?

- Almost anything that you desire or want can be a goal i.e., getting better grades, changing your body weight
- Goals serve as a guide for what you do, and give you something toward which to work
- Personal goals help you do your best
- Goals help you take control of your life

What are long term goals?

- May be achieved in a period of time from a semester to a year or longer i.e., attend university, enter a profession, buy a house
- Long term goals are achievable with the use of short term goals

What are short term goals?

- Can be achieved in a few days or weeks, or in order to help you achieve a long term goal i.e., studying to get a good grade on a test, earning money to buy concert tickets for the weekend

Goal Setting

- Like a ladder
- Top rung of a ladder is your long term goal, and the rungs leading to it are the short term goals
- Each step up the ladder gets you closer to your long term goal
- Need to set short term goals to reach long term goals
- Goal to lose 10 pounds is a long term goal
- Goal to lose ½ pound each week (depending on starting weight) is a short term goal
Setting Personal Goals Towards Achieving a Healthy Lifestyle

The SMART Principle

Goal setting really does work. To be effective, goals must be SMART! Goals should be:

SPECIFIC: Is it clear?
- Need to clarify exactly what it is you want to accomplish or be able to do
- Wanting to make a change and doing it are two different things; therefore, need to identify the target

MEASURABLE: How will you know when you get there?
- Goals need to be progressive, that is, a series of progressive or small steps, so you can know whether there has been a change
- Need to know your starting point i.e., lose 10 pounds, need to know original weight in order to see your progress

ATTAINABLE: Is it possible?
- Must be a goal that can be accomplished and is within your abilities and control
- Must be personally owned and not imposed by others

REALISTIC: Is it probable or likely?
- A realistic goal is one that can be reached
- Goals must not be too easy, or you could lose interest in them
- Goals must not be too difficult, or you could become discouraged and give up

TIMEFRAMED: What are the timelines?
- Need to place the goal in a timeframe to help you target your goal
- A timeframe helps you organize and plot the course toward the goal
- Using timelines helps promote commitment to the goal and helps you pace your efforts
Part B: Initial Fitness Testing Results

Using the results from your initial fitness tests, decide whether or not your results were in a healthy range for your age and gender. If they were not within a healthy range, your goal statement should reflect what you are going to do to improve that component and also should be one that can be measured. If they were within a healthy range, your goal statement should reflect how you are going to maintain that level. Goals should be realistic and very specific for you.

Cardiovascular Endurance (beep test)
Result: _________  Mark: _________
GOAL: ____________________________________________________________
________________________________________________________________________
ACTIONS: 1. _________________________________________________________
2. _________________________________________________________

Muscular Endurance (partial curl ups)
Result: _________  Mark: _________
GOAL: ____________________________________________________________
________________________________________________________________________
ACTIONS: 1. _________________________________________________________
2. _________________________________________________________

Agility (run through “key”)
Result: _________  Mark: _________
GOAL: ____________________________________________________________
________________________________________________________________________
ACTIONS: 1. _________________________________________________________
2. _________________________________________________________

Muscular Endurance (push ups)
Result: _________  Mark: _________
GOAL: ____________________________________________________________
________________________________________________________________________
ACTIONS: 1. _________________________________________________________
2. _________________________________________________________
Flexibility (sit and reach)
Result: __________  Mark: __________
GOAL: ____________________________________________________________

________________________________________________________________________

ACTIONS: 1.  ____________________________________________________________
            2.  ____________________________________________________________

Balance (stork stand)
Result: __________  Mark: __________
GOAL: ____________________________________________________________

________________________________________________________________________

ACTIONS: 1.  ____________________________________________________________
            2.  ____________________________________________________________

Power (vertical jump)
Result: __________  Mark: __________
GOAL: ____________________________________________________________

________________________________________________________________________

ACTIONS: 1.  ____________________________________________________________
            2.  ____________________________________________________________

Muscular Strength (standing long jump)
Result: __________  Mark: __________
GOAL: ____________________________________________________________

________________________________________________________________________

ACTIONS: 1.  ____________________________________________________________
            2.  ____________________________________________________________
Part C: My Healthy Active Living Action Plan

1. Create a Healthy Active Living Goal(s) for this class using the SMART principle.

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________________________________________________________________________
________________________________________________________________________
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2. My goal(s) is SMART (describe how your goal meets the criteria).

SPECIFIC – Is my goal clear and specific? → “I want to run 20 minutes, non-stop by the end of the semester!”

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MEASURABLE – What are my progressive, measurable, short term goals that will show me improvement? → “After 1 week I will not be out of breath when I run for 5 minutes straight!”

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ATTAINABLE – Is my goal possible?
REALISTIC – Is my goal realistic and sustainable? Why?

________________________________________________________________________

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TIMEFRAME FOR COMPLETION – What are my deadlines to achieve my goal as stated above?

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3. After review of the SMART principle, should I modify my goal(s)? If so, how?

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4. What specific knowledge/skills do I have that will enable me to achieve this goal?

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<th>Knowledge</th>
<th>Skills</th>
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5. **Action Steps**

Tomorrow I will:

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Next week I will:

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By next month, I will:

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By the end of the school year (semester), I will:

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6. What challenges or barriers might prevent me from meeting my goals? What actions or steps could I take to overcome these challenges?

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<thead>
<tr>
<th>Challenge/Barrier</th>
<th>How to Overcome?</th>
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</table>
7. Who can help me meet my challenges in the home/school/community?

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<thead>
<tr>
<th>Home</th>
<th>School</th>
<th>Community</th>
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8. How will I know I have been successful in achieving my goal? How will I reward myself?

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9. If I have trouble, how will I get back on track?

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Part D: Summative Reflection

Answer each question in DETAIL and in complete sentences based on your effort this semester.

1. What was your healthy active living goal at the start of the semester? (page 11)

2. Were you successful or unsuccessful in achieving your goal? Explain why or why not.

3. Explain what you found hard, new or different about the process of following a fitness plan.

4. How did you feel about setting, controlling, and monitoring your fitness process?

5. How were you encouraged/supported or blocked/discouraged in your quest for improved personal fitness?

6. What did you learn about yourself in this process? (i.e., self-motivated or need to be pushed)
7. What did you learn about decision making in achieving your goals? (i.e., setting and attaining your personal fitness goal(s))

8. What did you learn this semester that you will use in the future?

9. What have you learned about fitness/nutrition and its importance to healthy active living?
### Self Evaluation

Place a checkmark beside each statement based on your effort this semester.
1 = needs improvement  2 = sometimes  3 = usually  4 = almost always

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<thead>
<tr>
<th>PARTICIPATION</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>I participate ACTIVELY in every class.</td>
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<td>I assist the teacher with class organization where possible.</td>
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<td>I participate to the best of my abilities.</td>
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<tr>
<td>I choose to participate with all members of the class.</td>
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<thead>
<tr>
<th>FITNESS</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>I am aware of my own fitness levels.</td>
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<td>I make an honest effort to improve my fitness level in each class.</td>
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<td>I offer to lead or assist with warm-ups.</td>
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<tr>
<td>I try to do my personal best each day I come to class.</td>
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<tr>
<th>ATTITUDE AND EFFORT</th>
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<th>2</th>
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<tr>
<td>I contribute in a positive manner to the atmosphere of the class.</td>
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<td>I encourage participation and effort with my classmates.</td>
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<tr>
<td>I give a maximum effort in activities that are not my favourites.</td>
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<tr>
<th>ATTENDANCE, PUNCTUALITY AND UNIFORM</th>
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<tr>
<td>I strive for 100% attendance.</td>
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<td>I bring in notes to explain my absences when I return.</td>
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<td>I attempt to make up missed assignments and tests.</td>
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<td>I am always on time and never late.</td>
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<td>I wear my complete uniform to every class.</td>
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<tr>
<th>COOPERATION AND LEADERSHIP</th>
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<tr>
<td>I interact with all members of my class.</td>
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<td>I make an effort to assist those less skilled than I am</td>
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<td>I seek help from those more skilled than I am</td>
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<td>I help with equipment setup and take down</td>
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<td>I take a leadership role when possible</td>
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